

CONFIDENTIAL

CHARLOTTE TEACCH CLASSROOM TRAINING

STUDENT SKILL FORM: PRE-INFORMATION FOR TRAINING

Filename: ACADSTUSKILL

Revision Date: July 2013

STUDENT: Samantha Jennings DOB: AGE: 6

EDUCATION PLACEMENT/SERVICES: Home schooled program for Sam and her 8 year old brother
Children participate in a home schooled group for field trips and some shared classroom activities in
science and social studies. Sam and her family have weekly appointments at TEACCH for support in
making modifications to the homeschool curriculum to address her needs. She is also receiving private
occupational therapy and speech therapy ½ hour 2 times a week

INTEREST AND HOBBIES

1. Computer/ I-pad
2. Coloring/painting
3. Animals,
4. Angry Birds, Squinkies

DESCRIBE IN DETAIL STUDENT'S ABILITIES IN THE SKILL AREAS LISTED IN THE BOXES BELOW; PLEASE BE SPECIFIC IN TERMS OF WHAT STUDENT CAN DO AND CANNOT DO:

SKILL AREA: Math (e.g., 1:1 correspondence, quantity, numeral identification, etc.)

DESCRIPTION OF SKILLS:

She can identify single digit #'s but is inconsistent with 2 digit #'s. She can add single digit #'s but continues to need manipulatives to develop answers. We are now teaching her to count on her fingers.

SKILL AREA: Reading (e.g., letter & sound, name identification, sight words, etc.)

DESCRIPTION OF SKILLS:

Samantha has sight words and has some ability to sound out words based on her interest in the material. She knows all of her letters. Reading comprehension is difficult for her.

SKILL AREA: Writing (e.g., tracing, dot-to-dot, line & shape drawing, spelling, handwriting, composition, etc.)

DESCRIPTION OF SKILLS:

Writing is very difficult for Samantha. I can read her letters but others have a difficult time. She does, however, enjoy coloring & drawing – on her own terms. Samantha would prefer to trace rather than write independently.

SKILL AREA: Science/Social Studies (e.g., labeling, categories, opposites, function, etc.)

DESCRIPTION OF SKILLS:

Samantha can categorize based on her interests but needs support to learn about topics not of her interest. She is beginning to learn about the seasons. She knows general body parts of animals & the human body.

SKILL AREA: Vocational Behaviors / Work Experience (e.g., attending to work, accepting feedback, managing break time, length of work sessions, etc.)

DESCRIPTION OF SKILLS:

She has difficulty staying on topic. Organization is also very difficult for her. Samantha also seems to have low endurance for tasks that challenge her. Feedback needs to be short & direct.

SKILL AREA: Home EC / Home management domestic

DESCRIPTION OF SKILLS:

Samantha enjoys helping with many chores at home but is not yet independent. She helps set the table, put dishes away and helps w/ laundry.

CONFIDENTIAL

SKILL AREA: Hygiene / Appearance (e.g., grooming, dressing, toileting, table manners etc.)

DESCRIPTION OF SKILLS:

Samantha is toilet trained for a bowel movement but not for urine. She was at one time but has lost that skill. She will use the bathroom independently when prompted to do so & will wash her hands afterward. She does not properly wipe after using the toilet. She can dress herself with little assistance though her shoes are not always on the correct foot.

SKILL AREA: TRANSITIONS (e.g., changing activities, tolerating changes in assignments, etc.)

DESCRIPTION OF SKILLS:

Transitions can be difficult. She always wants to know what is next and for the entire day. She is pretty distractible so we always have to remind her of what she should be doing. She has to be informed in advance and once prepared she does pretty well.

SKILL AREA: SOCIAL/EMOTIONAL (e.g., peer interactions, manners, greetings, affect, etc.)

DESCRIPTION OF SKILLS:

Samantha really wants friends but children her age do not understand her and push her away. She does better with younger children and/or adults. Samantha knows no boundaries. She talks to everyone but has trouble filtering her thoughts – what she thinks she says, even if it is rude. She is not aware of other people picking on her.

SKILL AREA: RECREATION/LEISURE (e.g., break times, free time, etc.)

DESCRIPTION OF SKILLS:

Until recently she loved playing outside. She thinks any bug that flies is a bee and she is scared so she no longer plays outside for very long. She loves to play with Squinkies, play dough, puzzles and Legos. She can ride a bike with training wheels. She likes to play with toys often is organizing them (Squinkies, Woudsies, Angry Birds characters) She enjoys coloring but only what she picks.

CONFIDENTIAL

SKILL AREA: COMMUNICATION (spontaneous expressive communication, receptive skills, etc.)
How do you communicate with student? Verbally
How does student communicate with you when not prompted? Verbally
What will student communicate for? food, drink, playtime, work pages, just about anything.
What augmentative devices are used (if any)? none
DESCRIPTION OF COMMUNICATION SKILLS: Very verbal though she did not speak until 5 – prior to this she used sign or cried. She never pointed to what she wanted.
SKILL AREA: COMMUNITY (How does student manage him/herself in community?)
DESCRIPTION OF SKILLS: Samantha has a difficult time in the community. Waiting in line, filtering her thoughts, and managing all of the sensory is hard for her. We take her everywhere but it is challenging because of all the looks we get.
SKILL AREA: INDEPENDENCE (How much does student do on his/her own?)
How long will student work without cues? Depends on her interest + challenge level sometimes long periods if she is motivated
What tasks hold his/her attention? hands-on, manipulative activities
DESCRIPTION OF SKILLS: Samantha depends on prompts and encouragement. It takes a lot to read her to know if she really needs help or if she is looking for verbal feedback.
SKILL AREA: LEARNING STYLE
Describe attention span: Depends on the activity
Describe organizational skills: Independently-poor- but does follow picture directions once they are taught to her.
Describe task endurance: Depends on the activity and amount of manipulative materials
Describe level of self-control while working: She always seems to need sensory input so she is always moving
Describe reaction to teacher demand/intrusion: She does much better if the instruction is visual. It is important to keep verbal instruction to as little as possible.
Describe motivation to complete work: can be highly motivated at times has to have a clear ending – has to know expectation

CONFIDENTIAL

SKILL AREA: BEHAVIORAL
Describe all difficult behaviors: runs, poor understanding of boundaries, spits food out if she doesn't like it, lies on the floor yelling and kicking.
How frequently do these behaviors occur? Daily
What triggers difficult behaviors? Transitions, too much work, different agenda, new surrounding
How are behaviors typically managed? We give her a list of what is next
How does s/he react to overstimulation (e.g., too many people, too much noise)? She has meltdowns with too many people, sensory- too many people, sounds, smells etc.
Is s/he easily calmed once upset? Not usually
Other comments re behavior: She really wants to be in school but because she is verbal her behaviors are often misinterpreted
PERTINENT MEDICAL INFORMATION
Medications: Melatonin ¾ of 3mg tablet nightly
Allergies: walnuts
Other Medical conditions: -
Other Pertinent Information:

AUTISM MANAGEMENT
Degree of autism: unsure (moderate-severe)
Cognitive level or IQ: unsure (needs proper testing- low average- borderline)
Unusual body or sensory responses/interests: No flapping but lots of sensory bumps into things, stomps feet, throws self on floor, doesn't respond to pain, loves swinging, running in circle, doesn't like certain sounds, hair being brushed (though improving), certain clothing, always looking for pressure
Any particular objects/topics of dislike? "My Cat from Hell," "Tanked" (TV shows)
Additional comments/questions:

CONFIDENTIAL